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SOCIAL STUDIES TEACHING UNIT PROJECT

A project in support of the 1978 Alberta Social Studies Curriculum (Interim Edition)

GRADE 5

SHOULD CANADA'S REGIONS SHARE THEIR NATURAL RESOURCES?



GRADE 5

Canada, Our Country

TOPIC B

Canada's Diversity from Region to Region

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Preface

When the task of revising Alberta's social studies programme drew to a close in Spring, 1978, the Social Studies Curriculum Co-ordinating Committee turned its attention to the question of how to demonstrate the intents of the revised curriculum in specific instructional terms. After considerable consultation with teachers, it was concluded that carefully designed teaching units, focusing on curriculum topics would be of great help to social studies teachers seeking to implement the revised curriculum guideline.

Specifically, the approach taken was that a number of experienced social studies teachers, consultants and university instructors were contracted by the Curriculum Branch of Alberta Education to develop inquiry units that fulfilled the following conditions:

- addressed specific value, knowledge, and skill objectives for a prescribed curriculum topic;
- demonstrated the Alberta curriculum's "process of social inquiry";
- incorporated a wide range of teaching/learning strategies, including creative use of one or more prescribed learning resources;
- tested out successfully in a variety of classroom situations.

This teaching unit is not prescriptive. Rather it is intended to demonstrate one way that the rationale of the Alberta curriculum can be implemented and one way that the objectives for the curriculum topic can be attained. Review the unit, try it out, and discuss it with colleagues. Keep in mind that it will serve its purpose if it helps you to become more creative in your teaching and more understanding of the goals of the Alberta curriculum, and if it leaves you with a feeling of fulfillment as a social studies teacher.

Although the teaching units have been piloted, a more in-depth assessment can only be obtained from teachers and students during normal classroom usage. Therefore, the attached evaluation questionnaires located at the end of the teaching unit should be completed and sent to the Regional Office in your area. Thank you.

Frank Crowther
Project Director

2808322

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Table of Contents

	<u>Page</u>
INTRODUCTION	1
STRUCTURE OF THE UNIT	3
FLOW CHART	5
UNIT OBJECTIVES	6
RESOURCES FOR REGIONAL STUDY OF CANADA	9
ATTITUDINAL QUIZ	14
PRE-TEST	15
PART I: FOCUSING ON THE ISSUE	
AN INTRODUCTION TO CANADA'S REGIONS	20
Activity One	22
Activity Two	26
Activity Three	28
Activity Four	30
PART II: GATHERING AND SYNTHESIZING DATA	
REGIONAL STUDIES	36
THE PACIFIC REGION: AN OVERVIEW	37
Activity One	39
Activity Two	41
Activity Three	47

	<u>Page</u>
THE PRAIRIE REGION	50
Activity One	52
Activity Two	53
Activity Three	66
Activity Four	68
THE NEAR NORTH AND FAR NORTH	72
Activity One	74
Activity Two	76
Activity Three	78
ST. LAWRENCE--OTTAWA LOWLANDS AND	
GREAT LAKES LOWLANDS	81
Activity One	83
Activity Two	86
Activity Three	95
THE ATLANTIC REGION.....	97
Activity One	99
Activity Two	101
Activity Three	113
FINAL EVALUATION OF REGIONAL STUDIES	115
 PART III: RESOLVING THE ISSUE	 117
Activity One	120
Activity Two	123

	<u>Page</u>
PART IV: SOCIAL ACTION	131
Activity One	134
POST-ATTITUDINAL QUIZ	14
APPENDICES	
Evaluating the Group Project	144
Self-evaluation	145
Teacher Evaluation of Each Individual	146
Interview Techniques	147

Introduction

Canada's Diversity from Region to Region

"If Canadians ever lose their consciousness of the vastness of the natural beauty of this country, they will have been deprived of the essentials for understanding both Canada and themselves..."

- Pierre Trudeau, April 9, 1972

Canada is a vast and varied country where distances are made even greater through difficult geography. To know everything about Canada would require numberless trips into countless corners; but when this is not possible, a vicarious experience must substitute. This unit of study seeks to help grade five students to know Canada better by uncovering the resource bases of five major Canadian geographic regions.

A difficult task in a unit such as this is to choose representative content, while at the same time not neglecting what may seem to be equally valuable information. In this unit students investigate the relationship between geography and resources. This leads naturally into a study of transportation systems, standard of living and conservation of resources, to name but three possible topics. While these are touched upon at various points, teachers should feel free to expand into these and other areas where pupil interest so dictates.

Basic to this unit of study is the social issue:

"Should Canada's Regions Share Their Natural Resources?"

This forms the title for the unit and provides a focus for such sub-issues as:

- How can we make the best use of our natural resources?
- What effects will resource depletion and industrial growth have on our communities, our province, our region and our country?
- What types of jobs do resources provide?
- What future effects will development or non-development of resources have on Canadians?
- What effects will resource development have on our environment?

These and other issues arise throughout the unit.

Structure of the Unit

In examining the issue, "Should Canada's Regions Share Their Natural Resources?", students progress through and develop a number of inquiry skills.* These form the basic structure of the unit, which is as follows:

PART I. FOCUS ON THE ISSUE (OPENER)

After completing an attitudinal pre/post test and a diagnostic knowledge test, students set the stage for their study by becoming aware of the regional diversity of Canada. In this section, students define the five major regions of Canada and develop research questions to guide inquiry.

PART II. GATHERING AND SYNTHESIZING DATA

This section, called Regional Studies, guides students through a study of each region. As students investigate how the resources of each region are found, used and developed, comparisons are made with the other regions and decisions are made as to the proper or improper use of these resources.

*Please see the Alberta Social Studies Curriculum Guide, pages 14 to 16, for a more complete breakdown of social inquiry skills.

PART III. RESOLVING THE ISSUE

Once all relevant data has been gathered, students make further comparisons and formulate generalizations regarding the use/misuse of resources in Canada.

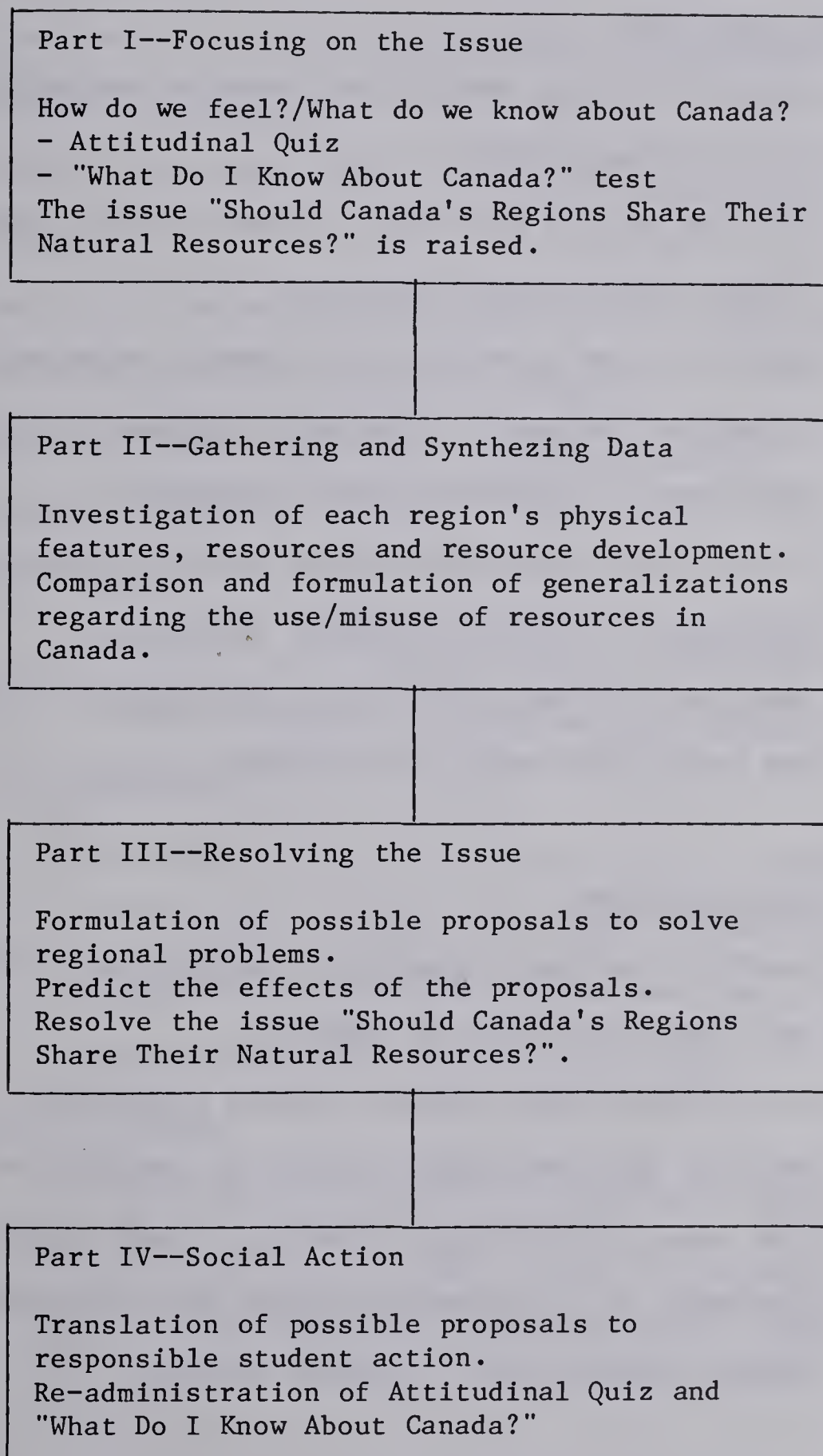
Further discussion and analysis of the data will aid in answering the social issue, "Should Canada's Regions Share Their Natural Resources?".

PART IV. SOCIAL ACTION

Many suggestions are provided at the end of this unit for classes who wish to apply what they have learned to a resource issue in their own community. This is an important component in the inquiry process, and every effort should be made to incorporate social action.

Following this activity, students rewrite the attitudinal and knowledge tests which were completed before the unit was begun. Discussion of attitudinal changes is encouraged, the key question being "Did increased knowledge result in change?".

Flow Chart



Unit Objectives

1. Value Objectives

As a result of working through the resources and activities in this unit, students should:

- (a) feel and express pride and a concern for the future of Canada's rich natural resources;
- (b) appreciate the great physical diversity existent in Canada;
- (c) appreciate the need to make wise decisions in the use and development of Canada's natural resources;
- (d) tolerate and appreciate varying points of view regarding the development of Canada's natural resources;
- (e) evaluate alternate solutions to inter-regional differences and choose from among the solutions.

2. Knowledge Objectives

As a result of working through the resources and activities in this unit, students should be able to:

- (a) identify the major physical regions of Canada;
- (b) describe some particular features of the major regions;
- (c) list some of the natural resources of each region;
- (d) determine the relationship between the development of a natural resource and a physical feature;

- (e) identify jobs that are related to natural resource development;
- (f) describe difficulties involved with the development of natural resources;
- (g) identify the major types of transportation systems in Canada;
- (h) synthesize information to suggest possible improvements to the development of resources in Canada;
- (i) express in their own words the following major generalizations:

- (i) Identity

Economically, the resource base of each Canadian region is a major factor in determining self-identity.

- (ii) Interaction

The resource base for a region is usually inadequate to fulfill people's needs. Therefore, regions tend to manufacture what they can produce best and trade for what other goods and services they need.

- (iii) Environment

The relationship between the people of a region and the resource base of the region helps to determine lifestyle (e.g., employment, transportation, standard of living).

3. Skill Objectives

Students should develop proficiency in being able to:

- (a) describe the issue being considered (i.e., Should Canada's Regions Share Their Natural Resources?) giving specific examples of competing alternatives;
- (b) formulate research questions in small groups;
- (c) read and interpret information from graphs, maps, charts, and pictures;
- (d) organize information in a logical and sequential manner;
- (e) create a proposal for resolving regional differences;
- (f) communicate effectively within small groups and to the full class of students;
- (g) participate efficiently with others in small groups;
- (h) accept and use effective leadership skills.

Seeing Canada's West and North	Coronet
Canada: Land of New Wealth	VEC
Portrait of Canada (series)	A.I.M.
The Land and Its Resources	
Canadian Industry: An Economic Success Story	
Canada and Its Regions (series) 8 Parts	Cinemedia

PRE/POST TESTS 1 and 2

1. My Attitudes About Canada
2. What Do I Know About Canada?

ATTITUDINAL QUIZ

Indicate what you think about Canada by circling the code that most closely tells your feeling about the statement.

CODE: SA--strongly agree A--agree DA--disagree

SD--strongly disagree DK--don't know

- | | | | | | | |
|----|---|----|---|----|----|----|
| 1. | All Canadians benefit from our natural resources. | SA | A | DA | SD | DK |
| 2. | The climate of Canada makes it difficult to develop some of our natural resources. | SA | A | DA | SD | DK |
| 3. | Farming is important to all Canadians. | SA | A | DA | SD | DK |
| 4. | Fishing is a very important activity in more than one region of Canada. | SA | A | DA | SD | DK |
| 5. | Some of Canada's natural resources are being used up too rapidly. | SA | A | DA | SD | DK |
| 6. | Without Canada's natural resources, many people would not have a job. | SA | A | DA | SD | DK |
| 7. | We should not develop a resource if it means destroying a beautiful physical feature of Canada. | SA | A | DA | SD | DK |
| 8. | All Canadians must be more careful in their use of our natural resources. | SA | A | DA | SD | DK |

WHAT DO I KNOW ABOUT CANADA?

Circle T if the statement is true about Canada.

Circle F if the statement is false about Canada.

Example: Edmonton is the capital city of Alberta.

☒ T F

1. The mountains, rivers, lakes and fields are part of the geography of Canada. T F
2. There is very little difference in the geography of Canada going from British Columbia to Ontario. T F
3. One of the major natural resources of Alberta is oil. T F
4. Canada has very few natural resources. T F
5. Canadians must use their natural resources carefully or there will not be any left in a few years. T F
6. Some of the physical features of Canada, such as mountains, rivers and lakes, provide us with many natural resources. T F
7. Canada has only one ocean on its borders. T F
8. The climate and conditions of the land make it very difficult to develop natural resources in northern Canada. T F
9. Our natural resources provide Canadians much of their food, such as bread, milk, cheese and meat. T F
10. Canadians know how important it is to use their natural resources properly. They never waste any. T F

- | | | |
|--|---|---|
| 11. Many natural resources must be treated, changed or manufactured into special products before they can be used. | T | F |
| 12. All of Canada's natural resources are presently being developed. | T | F |
| 13. The St. Lawrence Seaway is a major transportation system in Canada. | T | F |
| 14. The climate and weather have no effect on the grain crops of Alberta and Saskatchewan. | T | F |
| 15. Mixed farming means growing grain crops and raising animals on the same farm. | T | F |
| 16. Towns and cities often begin and develop close to the location of large amounts of a natural resource. | T | F |
| 17. The industrial centres which change natural resources into useable products are all located in Ontario. | T | F |
| 18. Northern Canada is very rich in natural resources. | T | F |
| 19. The great variety of geographic features in Canada makes this a very beautiful country. | T | F |

KEY

WHAT DO I KNOW ABOUT CANADA?

1. True
2. False
3. True
4. False
5. True
6. True
7. False--three
8. True
9. True
10. False--may know, but still waste much
11. True
12. False--many resources still need to be developed
13. True
14. False
15. True
16. True
17. False
18. True
19. True

PART I

Focusing on the Issue

AN INTRODUCTION TO CANADA'S REGIONS

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

This set of introductory activities is designed to accomplish three major objectives:

1. to draw a general picture of physical Canada;
2. to understand the idea of a region;
3. to formulate the issue identified for this unit.

OBJECTIVES

After the completion of this group of activities, students should be able:

1. Value

To demonstrate a concern for the regional disparities evident in Canada.

2. Knowledge

- (a) to identify some of the physical "faces" of Canada from a selection of pictures;
- (b) to compare and contrast some of the "faces" of Canada;
- (c) interpret information about physical Canada from some audio-visual input;
- (d) to identify five major geographic regions in Canada;

- (e) to design questions relative to the development of natural resources in Canada.

3. Skill

- (a) to describe an issue that exists between Canada's regions;
- (b) to formulate research questions in small groups.

MATERIALS

1. Canada: This Land of Ours.
2. Film or filmstrip generally describing Canada.

OVERVIEW

In Activity One, students study pictures illustrating the physical diversity of Canada. Textbook pictures have been identified; however, teachers are encouraged to replace or supplement these with other pictures.

Activity Two is an extension of Activity One, but should provide more detail. Teachers should acquire a film or filmstrip which provides a good overview of Canada. (Items may be selected from the resource list for this unit.)

Activity Three focuses on defining the regions of Canada.

Activity Four is designed to encourage students to focus on the issue of the unit and to formulate some research questions to guide inquiry.

Activity One (Total Class)

Intention

This activity focuses student attention on the great physical diversity of Canada.

Materials

1. Story, "Canada Comes Forth."
2. Canada: This Land of Ours, pages 24, 54, 66, 96, 130, 158 and 192.

Procedure

1. Read the story, "Canada Comes Forth" to the class. Discuss the following questions:
 - (a) Do you think the animals were happy with what they saw when the fog lifted? Why?
 - (b) How many of you have seen:
 - the mountains?
 - the forests?
 - the oceans?
 - the prairies?
2. Have the students look over the pictures of Canada on the pages previously identified.

3. Either individually or in small groups, have the students select two pictures to study and compare. (Discourage using the pictures on pages 158 and 192 as the pair to study--they are too similar.)
4. In a notebook have the students divide their page into two columns. On the top of each column label the name of each picture.
5. Under each title have the students identify at least three features or characteristics shown in the pictures.
6. Then have them identify, if possible, one similar feature of the two pictures. (For example--both have a river or trees.)
7. In one sentence have them write the major difference between the two pictures. (For example--the first picture has many trees, while the other picture has only wheat fields.)
8. Again in each column, have them give one reason why they would like to visit or live at the places in the pictures.
9. Then have them write one reason why they would not like to visit or live in the places in the pictures.
10. After all the students have completed these tasks, have some of them share their ideas with the remainder of the class. Be sure to discuss each of the pictures.

Further Extension Activity (Optional)

11. Some students in your class may have travelled to other parts of Canada and have pictures, slides, or post cards from their trip. Encourage them to bring the pictures or slides to class and to describe what that part of Canada was like and why they would or would not like to live there.
12. The listening "visitor" students should write out a sentence, which would be part of a letter going back home, describing the most outstanding thing they learned about this country they are visiting. This sentence should be based on the information they heard from the speakers.
13. Some of these sentences could be shared with the class. They could also be collected for marking and this activity could be used as a form of evaluation.

PART II

Gathering & Synthesizing Data

REGIONAL STUDIES

Having become aware of the issue of sharing resources and having formulated research questions, students are now ready to begin a study and comparison of each Canadian region.

The regions that have been selected parallel those in the text, Canada: This Land of Ours. Naming these regions is arbitrary and teachers and students are encouraged to use whatever names they wish.

Time length for each activity is not specified because of the variables that exist in all schools. As a general rule, each regional study should encompass approximately five to eight classes of forty minutes each.

Many of the activities are structured for groups. When groups are asked to establish questions or research techniques, students should be assisted in devising their own. Those provided are for teacher guidance, and may be outside the ability or interests of the students. The designing of questions is as much a skill to be learned as is searching out the answers.

THE PACIFIC REGION: AN OVERVIEW

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

After completion of the study of the Pacific region, students will better understand the relationship between this region's natural resources and its physical features.

OBJECTIVES

After the completion of this group of activities, the students will be able:

1. Value

To appreciate the values which cause people to move to a new region.

2. Knowledge

(a) to identify the major physical features of the Pacific region;

(b) to identify the major resources of the Pacific region;

(c) to describe some relationships between the development of natural resources and physical features;

(d) to design an advertising project which would encourage Canadians to develop Pacific resources.

3. Skill

To read and interpret maps and pictures of the Pacific region.

MATERIALS

1. Canada: This Land of Ours.
2. Canadian School Atlas promotional material on the Pacific region.

OVERVIEW

The strategies in the first activity of this section are designed to draw upon personal experiences students may have had when travelling to British Columbia. First, an opener outlines the location of the Pacific region and some of the features of the region. Then students relate some of their experiences with the natural resources of the region (e.g., fishing, picking fruit, watching logging trucks). Natural resources are directly related to physical features and the students' task will be to identify these relationships.

In Activity Two, the students develop a better understanding of the relationship between resources and physical features.

Activity Three is an imaginative and creative project whereby the students can identify further the resources of the Pacific region and the types of jobs associated with those resources. Many skills from language arts, art, music or drama can be incorporated into this set of activities.

Activity One (Total Class)

Intention

This activity assists in setting the stage for the group activities in this regional study. A general awareness of the location of the Pacific region and a few features about the relationship of the Pacific Ocean, mountains and the resources should be discussed with the students.

Materials

1. Canada: This Land of Ours.
2. Canadian School Atlas.

Procedure

1. Survey the class to find out how many students have camped in the mountains; fished in British Columbia waters; taken any ferries either to Vancouver Island or along the coast; flown over the mountains; travelled to the Yukon; or visited any Pacific communities.
2. If any students have done any of these things ask them to identify and describe a few of their experiences. Have them indicate what was different from their home area in Alberta.
3. Ask students to point out their trips on a wall map of the Pacific region.

4. Through brainstorming with the class, have students identify what they think are the major resources of the Pacific region. After compiling a list on the blackboard, flip through pages 108 to 126 with the students and compare their list with what is described in the text.
5. Beside each natural resource identified, have them list the most predominant physical feature that would be associated with that resource. For example: if they have said fish, then it would be ocean, river or lake.
6. Discuss the following questions:
 - (a) Do any of your parents fish for a living? Do any of them mine? log? Why or why not?
 - (b) What might happen if every part of Canada had exactly the same resources as the Pacific region?

Activity Two (Small Groups)

Intention

In this activity students learn about resource extraction in the Pacific region.

Materials

1. Canada: This Land of Ours.
2. Blank Maps showing the Pacific Region.

Procedure

1. Organize the class into four groups: Write the four major resource categories of the Pacific region on the board:
 - Mining
 - Forestry
 - Fishing
 - Agriculture
2. Allow students to choose one of the four categories for study, making sure that all categories are chosen.
3. Distribute one blank map for every student and give the following instructions.
 - (a) Study the book, Canada: This Land of Ours for information about your resource (pages 108 to 126).
 - (b) Answer the following questions (pages 43-46). You may work in pairs to answer the questions.

4. When students have completed their question sheets and maps, have them discuss their answers as a group.
5. Ask each group to select a spokesman to report to the class on each resource industry.
6. In a general class discussion, ask the following questions:
 - (a) How do the physical features of the Pacific region affect each resource industry?
 - (b) What would happen if the Pacific region did not share its resources with the rest of Canada?

Possible answers include:

To British Columbia:

- If they could not find markets, they would have to shut down part of their industry.
- People would lose their jobs.
- More people would be on welfare.
- People would have to move to another region.

To rest of Canada:

- They would have to go elsewhere for these products.

Might be more expensive.

- If they could not afford them, they might have to do without.

- (c) Should British Columbia try to develop its resources quickly, or should some resources be left where they are for the future?

QUESTIONS FOR MINING

Read pages 117 to 120 of Canada: This Land of Ours

1. Why did so many people come to the Pacific region in the 1800s?
2. What minerals are mined in British Columbia today? What are they used for?
3. Where are they mined?
4. What are the physical features like where these minerals are mined?
5. What problems do you think miners would have due to physical features?
6. What do you think British Columbia does with its extra minerals?
7. Would you like to be a miner? Why or why not?
8. Mark on your map the locations of the major mines in the Pacific region. Label each site.

QUESTIONS FOR FORESTRY

Read pages 108 to 113 of Canada: This Land of Ours

1. Study the table on page 108 of Canada: This Land of Ours. What are the main activities of the forestry industry? Write one sentence to describe each of these activities.
2. Find out what kinds of trees are logged in British Columbia. Are these trees logged in other parts of Canada?
3. How does the forestry industry practice conservation?
4. List all of the things you can think of that are made from wood. What might happen if British Columbia kept all of its wood products for itself?
5. On your map, mark in green the areas of the Pacific region that are forested. In yellow, mark the areas where the trees are made into wood products. Label these places.

QUESTIONS FOR FISHING

Read pages 114 to 117 of Canada: This Land of Ours

1. How does the geography of the coastline help the people who fish?
2. What are the three major types of fish caught along the coast?
3. What uses are made of the fish?
4. What problems does the fishing industry have? How are these problems being solved?
5. How do physical features determine the kind of fish caught?
6. Why is the fishing industry important to the rest of Canada?
7. How does the fishing industry practice conservation?
8. Mark on your map the locations of the fisheries in the Pacific region.

QUESTIONS FOR AGRICULTURE

Read pages 122 to 126 of Canada: This Land of Ours

1. What major resource is necessary for agriculture?
2. What are the major agricultural products of British Columbia?
3. Why is so little of the land in the Pacific region farmed?
4. What special care must be given fruit crops?
5. What would happen to the rest of Western Canada if the fruit crop was destroyed?
6. Why is fruit grown in the Okanagan if water is so scarce there?
How are the crops watered?
7. On your map, mark the major agricultural regions of the Pacific region in different colours. Label each region.

Activity Three (Either Total Class or Groups)

Intention

This activity is designed to encourage the students to use creativity and imagination in encouraging people to come to the Pacific region and enjoy the natural beauty and resources of the region. Teachers are encouraged to draw on the Language Arts, Music, Drama, etc., in completing this activity.

Materials

1. Canada: This Land of Ours.
2. Promotional literature on the Pacific region.
3. Junior Atlas of Alberta, pages 59, 60, 65, 66.

Procedure

1. The entire class will pretend that they are an advertising firm for British Columbia and the Yukon. Their task is to design some advertising encouraging other Canadians to come to this part of Canada and help develop some of the resources of the region. This is not a tourist project, but a plan to have Canadians move and work in this region.
2. The advertising campaign should consider the use of:
 - (a) radio
 - (b) television

- (c) newspapers and magazines
 - (d) speakers at various functions across Canada
3. You may wish to group your students according to the type of media being used for advertising.
4. Each group of advertisers should consider the following:
- (a) What resources do you want Canadians to come and develop?
 - (b) Why should these resources be developed?
 - (c) What advantage is there to coming to the Pacific region to live and work?
 - (d) Where would your prospective people be expected to live and work? (Select a particular location)
 - (e) What would the people be able to do in the Pacific region when they were not working?
 - (f) Your group should think of other ideas that would encourage people to come.
5. Each group of advertisers should consider the following when designing their advertising:
- (a) ads should be truthful;
 - (b) ads should be interesting and attractive;
 - (c) ads should catch people's attention immediately;
 - (d) ads should tell you where you can get more information.
6. When each group has completed its advertising campaign, it should be presented or displayed to the rest of the class, or perhaps in the hallways of the school.

7. If time is available, you may wish to have a resource person from a travel agency, newspaper, advertising firm or magazine come to the class and comment on the products of your work.

Evaluation

1. The major idea that the students should understand is that resources are tied very closely to physical features. Present the following statement to the students, asking them to write two or three sentences to explain why it is true. They must use a specific example in their answer. "The physical features of a region affect how much of a natural resource can be taken out."
2. Activity Three lends itself to evaluating how well the students work together in groups. (See appendix, page 148, for suggestions for evaluating group projects.)

There is also a definite product here which can be evaluated for content, clarity, comprehensiveness and creativity.

THE PRAIRIE REGION

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

This group of activities provides an opportunity for students to develop a general understanding of how the geography of the prairies has contributed to making this a great agricultural and oil-producing region.

OBJECTIVES

After completion of this group of activities, the students will be able:

1. Value

- (a) to appreciate the richness of the resources in the prairie region;
- (b) to state whether they feel Alberta should share its oil with the rest of Canada.

2. Knowledge

- (a) to explain at least five farm management skills;
- (b) to identify some products grown or raised on the prairies;
- (c) to describe some types of work directly associated with the prairies;
- (d) to identify some of the physical features and boundaries of the prairies;

- (e) to analyze and explain the connection between the physical features of the prairies and its resources.

3. Skill

- (a) to interview resource people;
- (b) to prepare and present reports.

MATERIALS

1. Canada: This Land of Ours.
2. Canadian School Atlas.

OVERVIEW

The activities for this section are structured for five groups. The first activity is teacher directed so that groups can be organized and group tasks made clear.

The second and major activity of this section will require that each of the five groups works independently but efficiently. Teachers are urged to organize the groups around good leaders.

Following the group investigations (two to three class sessions) at least two sessions should be provided for group presentations to the remainder of the class. An additional activity then summarizes the agricultural study.

A fourth activity examines the oil resources, particularly of Alberta, with particular emphasis on discussion of the desirability of sharing this resource.

Activity One (Opener)

Intention

This activity familiarizes students with the boundaries of the prairie region and with its major resources.

Materials

Physical Map of Canada.

Procedure

1. Discuss the following questions:
 - (a) In which region do we live?
 - (b) What words would you use to describe the prairies to someone who had never been there?
 - (c) Do the prairies look exactly the same everywhere you travel?
 - (d) What are the main resources of the prairies? (fossil fuels, agriculture-related resources)
 - (e) Why are agriculture and the development of coal, oil and natural gas the most important industries in the prairies?
 - (f) Do you think the people of the prairies have a right to do anything they wish with these resources? Why or why not?
2. Discuss the boundaries of the prairie region.
 - (a) What lies to the south? north? east? west?
 - (b) What provinces does the prairie region cover?
 - (c) What do these provinces likely have in common?
 - (d) Should the prairie region be one province? Why or why not?

Activity Two (Groups)

Intention

This set of group activities is designed to have the students investigate or develop some element of the prairie region. It is not essential that each student acquire the specific information that may be gathered by each group. However there are some interesting skills involved in each group activity which should also contribute toward an understanding of the natural resources and their development on the prairies.

Procedure

1. Organize the class into five groups. Each group could be named as follows:

Group 1--Farming for a Living

Group 2--Grown on the Prairies

Group 3--Prairie Workers

Group 4--Prairie Map-makers

Group 5--Early Homesteaders

Be sure that each group is clear on their particular tasks before they begin their investigations.

In some groups, students are encouraged to interview specialized persons. See appendix, page 147, for ways to develop this skill.

GROUP 1. Farming for a Living

Students who live on a farm, or may have lived on a farm, should be members of this group. If most members in the class fit into this description, then approximately six students should make up this group. If none fit this description arrange for the students to interview someone who is or has farmed.

Each member of the group should answer the following questions without any assistance from other group members. Then as a group compare your various answers and see if your group can agree on any specific answers to each question. However, it is not necessary that you arrive at one answer.

1. What are the best features of living on a farm?
2. What might be the three most difficult problems of living on a farm?
3. What crops are or were usually grown on your farm, if any?
Which crop would you consider the most important?
4. What animals, if any, are or were raised on your farm?
Approximately how many of each?
5. What are the three greatest problems of raising animals?
6. Do, or did, you have both crops and animals on your farm?
Which do you consider to be the most important for your farm?

7. What do you think have been the greatest changes in farming over the last few years? (Be sure to give this question to your parents.)
8. How does the climate or weather affect the activities on a farm?
9. Would you like to be a farmer? Why or why not? If you said yes, what kind of farmer would you be?
10. Should more Canadians be encouraged to take up farming? Why or why not?

Prepare a short 10 to 15 minute presentation for the total class, highlighting what it is like to live on different types of farms.

GROUP 2. Grown on the Prairies

This group of students will investigate "grown in Alberta, Saskatchewan and Manitoba" products. Your group should try to visit a grocery store and interview the manager about prairie grown products. If this cannot be done, study advertisements in local newspapers and magazines and of course interview your parents and friends. Use some of the following suggested questions, but best of all, your group should organize their own questions to find out what is produced on the prairies.

1. What are at least five major items that are produced on the prairies?
2. Which of these five products do we usually use more than once a week?
3. Do the physical conditions of the region, such as climate, have any major effect on the quantities of these items in the stores?
4. If there are ever shortages of these products, what would be the major reasons for the shortages?
5. How would the services found in cities or large towns help in making these products available for the Canadian people?
6. Which of these products do you think would be sold in other regions of Canada or even to other countries?

7. Do any of the products you have identified come from an area close to where you live? Which ones? Does the production of this product directly affect any members of your group? How?
8. Is the production of any of these items causing any damage to the land, water or air of the prairies? If damage is occurring, should we continue producing?

Prepare a short 10 to 15 minute presentation for the total class, highlighting the findings you have about products that are grown or raised in the prairies.

GROUP 3. Prairie Workers

This group will investigate some of the jobs people have that are associated with agriculture on the prairies. The group should try to identify at least one person whom they could interview about their type of work. Some possible resource people could be farmer, grain elevator operator, cattleman, feedlot operator, employee from a meat-packing plant, horticulturist, veterinarian, government employee from the Department of Agriculture, or a 4H member.

The following are some suggested questions that could be presented during the interview. However, it is best that the group design their own questions for the interview and try them out with a member of their group before conducting the interview.

1. What agricultural activity are you primarily involved with?
2. In your opinion, what are the two most important agricultural activities on the prairies? Why?
3. How important is climate and weather to the agricultural activity you are associated with?
4. How does the geography or physical features of the country affect your work?
5. What do you enjoy most and least about your job?
6. Would you be able to do your work in another region of Canada such as on the Pacific coast or in the far north?

7. If no one did your work, how would this affect agriculture on the prairies?
8. What do you do to make sure that there will be a continued supply of the natural resources you work with?
9. Does your job affect the availability of some agricultural products to other regions of Canada or even other parts of the world?
10. How does a person prepare to do your job?
11. What changes do you predict in your job in the future?

Prepare a short 10 to 15 minute presentation for the total class, highlighting those features your group found most interesting about the work of the person you have interviewed.

GROUP 4. Prairie Map-makers

This group will have the responsibility of constructing a large wall mural of the prairies. They will use this mural to "teach" the remainder of the class the physical and political features of the prairies. The map may be done on newsprint or butcher paper and should be put up on a wall when finished.

The group should decide what features they will put on the map. Here are some suggestions of possible features to consider:

1. The boundaries of each of the prairie provinces.
2. The major rivers and lakes.
3. The cities of the prairies.
4. Major agricultural areas (pages 69, 73, 77 of the Macmillan School Atlas, Metric Edition).
5. Major ranching areas.
6. Major highways.

Try to be artistic when doing the mural. Use pictures cut from magazines, or draw pictures that illustrate various grain crops or animals.

After completing the mural, see if you can answer the following questions using only the information on the mural.

1. Which province(s) seems to grow the most wheat?
2. Where does most of the farming and ranching occur on the prairies (northern, central, or southern parts of the provinces)?

3. Suggest two or three reasons why farming and ranching occur where they do.
4. Does the presence of water (lakes or rivers) have any influence on the amount of farming or ranching in any particular area?
5. What might be some reasons for the present location of the prairie cities? Would farming or ranching have had anything to do with where they were located?
6. Does the presence of highways in major farming and ranching areas have anything to do with helping the farmers and ranchers?

Prepare a short presentation for the total class identifying the major physical features of the prairies and explaining any relationships between the physical features and the existence of farming and ranching.

GROUP 5. Early Homesteaders

This group will have a chance to show their ability at acting and being able to show the class what life was like in early times on the prairies. The group will prepare and present a short playlet (no more than 10 minutes long) illustrating a possible event that occurred early in the history of the prairies when people were coming to this province and beginning an agricultural lifestyle.

Before beginning this task be sure that everyone in the group reads pages 69 to 72 in Canada: This Land of Ours, or has reviewed pages 44 to 45 of the Junior Atlas of Alberta. Students may also remember from grade four what early Alberta was like and the problems that people faced when they settled or homesteaded in Alberta.

If possible, speak to senior citizens who came to Alberta or one of the other prairie provinces as children. They may be able to give you some ideas on what life was like at that time. Contact the society of retired or semi-retired citizens.

Here are some possible ideas that may help in organizing your play.

1. Each student in your group should represent a different type of person.
 - (a) someone from a city in eastern Canada
 - (b) someone from the U.S.A.
 - (c) someone from a European country

- (d) someone who has lived in the area for several years
 - (e) wife or children of some of the above
2. Determine the approximate date of this play, preferably between 1890 and 1920.
 3. Determine a reason why this group of people is together.
For example:
 - (a) all are waiting to buy some land;
 - (b) all are in a general store buying supplies;
 - (c) all are riding together on a train going out west (not on a modern train);
 - (d) all are working together clearing land;
 - (e) all are working at building a barn for one of your group members (building bee);
 - (f) design your own interesting reason.
 4. Identify a particular problem that would be of concern to all members of your group. Here are some possible problems that you may wish to consider.
 - (a) You are discussing some of the difficulties that the geography has presented in trying to plant, grow and harvest your crops.
 - (b) You are very concerned about the problem of water supplies for either the crops or the animals.
 - (c) You are considering what the future of these agricultural activities will be.

- (d) You are concerned about the loss of some good farm land that will be taken over by the new city of...(Edmonton, Calgary, Saskatoon, Regina or Winnipeg).
- (e) You are discussing some possible reasons why mixed farming might be better than restricting yourself to growing crops or raising cattle only.
- (f) You are considering starting a school in this district.

5. Do not write out a script, but put down a few ideas based on your reading and what you think may have been the way things were. Remember that many of our modern conveniences were not available, such as paved roads, telephones, electricity, television, shopping centres, etc.

Practice several times within your group. Be sure that the short play presents the problem discussed, with various opinions expressed and some possible solution reached. The discussions during the play should all be directed toward the problem.

6. When you present your play to the class they should be asked to listen and watch for the following:
- (a) Who were the various people in the group representing?
 - (b) Why was this group of people together?
 - (c) What was the common problem of this group?
 - (d) What solutions were presented for the problem?
 - (e) What solution appeared most acceptable?

- (f) What effects would their solution have on the other people within this district?
- (g) Could this same discussion take place today? Why or why not?
- (h) How would this problem be solved today?
- (i) What effects would the decision made at that time have on the prairies today?

OR

- 7. Do Activities 19 and 20, Appendix B, in the Teacher's Manual of the Junior Atlas of Alberta.

OR

- 8. Do Activity 10, Appendix B, Teacher's Manual for Junior Atlas of Alberta.

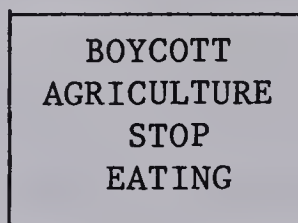
Activity Three (Total Class)

Intention

In this activity students draw conclusions and make generalizations about agriculture on the prairies.

Procedure

1. Display the following poster on the board:



2. Explain to students that boycott means to stop using a product in order to protest its use. (e.g., stop using aerosol cans which contain flouride.)
3. Ask the students what they think the sign is trying to say.
4. Discuss the following: "Without agriculture, life on this planet would be impossible."
5. Discuss the following questions:
 - (a) What major agricultural products are produced on the prairies?
 - (b) Who uses these products?
 - (c) What jobs are dependent on agriculture?
 - (d) If the land could no longer produce anything, what would happen to the people (economy) of the prairies?

(e) If that occurred, what might happen to the rest of Canada?

For example:

- people would move away from prairies to find jobs elsewhere;
- rest of Canada would have to pour money into prairies;
- Canada would have to import much more food.

(f) What should we as Canadians do to make sure these things do not happen?

(g) To repeat a question asked in Activity One: Do you think the people of the prairies have a right to do anything they wish with their resources?

List reasons for and against on the blackboard.

Assign students a paragraph in which they answer the question yes or no.

The students must give two reasons for their answer. Then they must explain why at least one opposing reason is incorrect.

Activity Four

Intention

In this activity students look at an important but controversial resource--oil--and discuss the sharing of this resource.

Materials

1. Canada: This Land of Ours.
2. Junior Atlas of Alberta, pages 36 to 41.
3. Teacher's Manual for Junior Atlas of Alberta, Activity 17.

Procedure

1. Assemble some of the following items, all of which are made from, or use, oil.

plastic bag

can of motor oil

toothbrush

model of a car

pen

2. Ask the students:
 - (a) Can anyone tell me what these items have in common?
 - (b) What other uses can you think of for oil? (List on the board.)
 - (c) How can we group these uses?
 - (d) What names can we give these groups?
 - (e) What are some of the jobs that would be directly connected with the oil industry?

(f) How would our way of life be changed if we ran out of oil?

Think of the following areas:

- use of plastics
- transportation
- heating
- jobs connected with the industry

3. Look at the map on page 91 of Canada: This Land of Ours.

(a) Which province has the most oil and gas?

(b) Where do you suppose the other provinces get their oil and gas?

(c) Notice the pipeline to Toronto. Why do you think pipelines are used to transport oil?

(d) What would happen to the other provinces of Canada if they could not get oil?

4. The province of Alberta has become quite rich because it has so much oil and gas. Do you think we should share this wealth with other provinces who do not have as much money?

5. Assignment: Read pages 90 to 93. Answer the following questions in your notebooks. Additional Teacher Information on page 80 of Teacher's Manual for Junior Atlas of Alberta.

(a) How is oil formed?

(b) Why do the prairies have more oil than other geographic regions?

(c) What are oil sands?

(d) Give two reasons why Edmonton is a boom town.

Give two reasons why Calgary is also an oil centre.

(e) Alberta has two major resources: oil and agriculture.

Design a crest which clearly shows how important these industries are to our province.

Share your crest with your fellow students.

6. Discuss the following question as a class.

"Should Alberta develop all of its oil and gas now, or should some be left where it is for future generations?"

Suggest to students that they discuss this question with their parents. A poll could be taken and results summarized as follows:

Oil and Gas Development

	Those in favour of developing oil now (material welfare)	Those in favour of leaving some oil for the future (conservation)
Students in this class		
Parents		

(a) Do students and parents feel the same way about the issue?

(b) What reasons are given for the answers?

(c) Write a short paragraph summarizing your opinion on this question.

Evaluation

1. The evaluation of the group activities in Activity Two should be the major focus. The process of working in groups and assigning specific tasks to each member should be stressed. The design of an interesting manner in which to present their results to the class should be encouraged.
2. The assigned paragraph in Activity Four serves as a second major evaluative measure.
3. Do Activity 18, Appendix B, Teacher's Manual, Junior Atlas of Alberta, "Telegram to a President."

THE NEAR NORTH AND FAR NORTH

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

After completion of this section on the Near North and Far North, students should have some understanding of the difficulties facing resource extraction in these regions.

OBJECTIVES

After the completion of this group of activities, the students will be able:

1. Value

- (a) to empathize with people who live in the North;
- (b) to write a poem expressing their feelings toward the North.

2. Knowledge

- (a) to identify those parts of Canada known as the Near North (Canadian Shield) and Far North (Arctic regions);
- (b) to describe some of the major physical features of these regions;
- (c) to identify some natural resources of the regions;
- (d) to explain some of the difficulties in developing northern resources;
- (e) to hypothesize about future resource development.

3. Skill

- (a) to determine the location of natural resources in the North from a map;
- (b) to make inferences about the way of life in the Far North.

MATERIALS

- 1. Canada: This Land of Ours.
- 2. Films or fimstrips on Northern Canada.

OVERVIEW

Activity One is intended to provide a visual idea of northern Canada. Students will be expected to look for certain ideas and to discuss what they see.

Activity Two is a creative exercise in which students develop insight into what life in the North is like.

In Activity Three, students begin to hypothesize about the possible results of rapid resource development in the North.

Activity One (Total Class)

Intention

This activity provides an opportunity to see what these regions of Canada are like. Very few will have had first-hand experience from visits to these parts of Canada. Therefore the students should be shown what they are like.

Materials

Films or filmstrips of the Near North and Far North.

Procedure

1. Order and present a suitable film or filmstrip-tape of these regions of Canada. The following are some suggestions of possible titles:

- (a) Canada--National Geographic Kit

(Prescribed resource, show portions of the filmstrips--Territories, Quebec, Ontario, the Prairie Provinces and the Northwest Territories, or British Columbia and the Yukon Territory)

- (b) Canada--The True North Strong and Free

(Formerly Moreland-Latchford, now distributed by Wintergreen Publishers)

- (c) Seeing Canada's West and North--Coronet

- (d) Canada and Its Regions--Cinemedia

Films

- (e) Canada's Prairie Province and Northland--Coronet
- (f) Canadian Shield--Saguenay Region--N.F.B.
- (g) Helicopter Canada--N.F.B.
- (h) Accessible Arctic--N.F.B.
- (i) Nickel in the North

2. Before presenting the film or filmstrip be sure to direct the students to watch for the following:

- (a) What are the boundaries of the North?
- (b) What are the major physical features?
- (c) Why are there so few towns and cities?
- (d) What are the major resources of these regions?
- (e) What major difficulties are there in developing these resources? (e.g., muskeg, permafrost)
- (f) What is being done to improve resource development in these regions?

3. After viewing the film or filmstrip discuss the above questions.

It may be necessary to show the film once or twice again. Any questions not answered by the film should be researched before continuing to the next activity.

Activity Two

Intention

This activity is designed to help students comprehend life in the North.

Materials

Canada: This Land of Ours.

Procedure

1. Ask the students to close their eyes and picture the following:

You are cold. You are getting colder and colder. It is snowing. As far as you can see, there is snow. The land is flat--as flat as a plate, with not a tree or living thing to be seen.

The wind blows a sad song. You shiver and long for warmth.

But you are sure you will never be warm again.

Now, open your eyes and write down everything you can think of to describe:

- how you felt
- what the world looked like

2. Close your eyes again.

Now it is the beginning of summer. The days are getting very long. Soon the sun will never set. The snow melts and forms, first tiny streams, then rushing rivers. Flowers pop up all around.

Open your eyes and write down how you felt about summer.

3. Turn to page 65. A well-known man who lived in the North for many years grew to love the North so much he could not leave it. Robert Service wrote this poem to describe summer and winter.

(a) Read the poem together.

Which lines describe summer? What does Mr. Service feel like when he talks about summer? Is this how you felt?

(b) Which lines describe winter? What is winter like in the North? Does Mr. Service feel the same as you about the snow?

(c) Do you think you would like to live in the Far North?

4. Study these pictures of summer and winter in the North.

Summer--pages 63, 53 (3-62)

Winter--pages 55, 61, (4-10), 62, 65

Write a poem or short story describing how you feel about summer and winter in the North.

Activity Three

Intention

This activity is designed to have students look ahead into the future to predict the possible development that may occur in these two regions of Canada. The competing values of conservation versus materialism are in evidence here.

Materials

Canada: This Land of Ours.

Procedure

1. Study the map on page 42 of the text. In which regions would we find the most commercial forests?
2. Now study the map on page 57. What mineral resources does the North have?
3. Notice the oil and natural gas exploration areas. Is the North rich or poor in natural resources?
4. Present the following statement to the class:

"All of the natural resources of the North should be developed as soon as possible."
5. Direct the students to work in groups of two or three to decide whether the statement is valid or not. Students should prepare a strong argument either for or against the statement.

Students should consider the following facts in making a decision:

- (a) Many native people in the North still live a hunting or fishing lifestyle.
 - (b) Resource development often upsets the natural balance of nature.
 - (c) The balance of nature in the North is very delicate.
 - (d) Many "outsiders" would come to the North to work in resource industries.
 - (e) More money would be available in the North.
 - (f) Businesses (like stores) would boom and towns would grow.
 - (g) The native people would have a hard time keeping their culture.
6. When students have developed what they feel are strong arguments, bring the groups together with "for" on one side and "against" on the other.
7. As each group presents their arguments, ask if any groups have an argument that would be in opposition to it. Proceed until all pro and con arguments have been presented.
8. Following this debate, discuss the following questions:
- (a) Will resource development benefit "outsiders" or the native people?
 - (b) Where will the resources probably go?
 - (c) Do the people of the North have a right to say "no" to resource development?

Evaluation

1. The major thrust of this study was a visual comprehension of Canada's northern regions. Depending on what audio-visual medium was selected, you may wish to design a short quiz on the major elements of the film. The questions provided for directing the students' viewing could act as a guide to the type of questions to prepare.

Measuring the students' ability to view and interpret what has been seen should be stressed by using a chart to record some of the changes that have taken place.
2. Assessing the students' ability to apply information to the arguments prepared in Activity Three is another area for evaluation.
3. Once again, the assessment of group work and its effectiveness should be considered.

ST. LAWRENCE--OTTAWA LOWLANDS AND GREAT LAKES LOWLANDS

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

This group of activities demonstrates the importance of effective transportation on resource development, with particular emphasis on the St. Lawrence Seaway and the lowlands areas.

OBJECTIVES

After the completion of this group of activities, the students will be able:

1. Value

To express an appreciation for the difficulties inherent in developing effective transportation systems in a country as large as Canada.

2. Knowledge

- (a) to identify the major types of transportation in Canada;
- (b) to identify a variety of physical barriers to transportation;
- (c) to relate transportation types to geography and urbanization;
- (d) to explain in simple terms the operation of the St. Lawrence Seaway;
- (e) to predict at least two consequences of not having a particular type of transportation.

3. Skill

- (a) to chart transportation patterns;
- (b) to illustrate transportation needs;
- (c) to research in order to answer specified questions.

MATERIALS

1. Canada: This Land of Ours.
2. School Atlas--illustrating transportation routes in this region.
3. Material on the St. Lawrence Seaway.

OVERVIEW

Activity One introduces students to the multitude of transportation forms required to move Canada's resources to market.

In Activity Two, students form groups to study transportation in greater depth.

Activity Three allows students an opportunity to present their findings and to compile and summarize these findings.

Activity One (Total Class)

Intention

In this activity, students discuss the possible ways in which Canada's resources can be moved to market.

Materials

1. Canada: This Land of Ours.
2. Chart paper and flow pen.

Procedure

1. Prepare a chart as shown on page 187.
2. Distribute blank maps of Canada to students. Ask them to mark on their maps the location of the St. Lawrence--Ottawa Lowlands and the Great Lakes Lowlands.
3. Tell students that this region serves two important purposes:
 - (a) Raw materials (e.g., crude oil, wood, etc.) are transported here to be made into manufactured goods.
 - (b) Raw and manufactured goods are shipped from here to other parts of the world.
4. Referring to the retrieval chart in 1. above, have students list the natural resources in the three regions they have studied: Pacific, Prairies and the North.
5. In the transportation column, have students hypothesize about how they think each of these products would be transported to the St. Lawrence region.

6. Ask where these resources might be shipped when they leave Canada. What transportation method would probably be used?
7. Have the students mark on their maps the names of the Great Lakes, cities of Quebec, Montreal, Ottawa, Toronto, Windsor, Sault St. Marie and Thunder Bay. These are major manufacturing and shipping cities.

Retrieval Chart

RESOURCE TRANSPORTATION

REGION	RESOURCES	TRANSPORTATION
Pacific		
Prairies		
Near North and Far North		
St. Lawrence-- Ottawa Lowlands and Great Lakes Lowlands		
Atlantic Region		

Activity Two (Groups)

Intention

This activity is intended to develop an understanding of various transportation systems and how they relate to the geography of Canada. The use and development of natural resources is closely related to the availability of transport.

Materials

1. Canada: This Land of Ours.
2. School Atlas (preferably the Macmillan Metric Edition).
3. Provincial Highway Maps.
4. Material on the St. Lawrence Seaway.
5. Junior Atlas of Alberta, pages 64 and 65.

Procedure

1. Organize the class into four groups. The groups could be named as follows:

Group 1--Types of Transportation
Group 2--Transportation Routes
Group 3--St. Lawrence Seaway
Group 4--Ships of the Seaway
2. Before each group begins their study, they should be presented with the following question:

"What if Canada had no... (cars, trucks, ships, trains, airplanes)?"

Each group will be expected to prepare an answer to this question, using the transportation system they are studying. The results of each group's investigations should be summarized for a short class presentation.

GROUP 1. Types of Transportation

The text, Canada: This Land of Ours, has many pictures related to some form of transportation (pages 6, 22, 24, 31, 61, 97, 100, 103, 108, 128, 129, 131, 141, 159, 188, 189, 192, and 209).

Select at least THREE of these pictures to study and analyze. Each picture selected should illustrate some interesting, but different idea about transportation in Canada. Each of the three pictures should show a different type of transportation.

After selecting the three pictures, the group should prepare answers for each of the following questions:

1. What type of transportation is shown in each picture? What resources are carried by each type of transportation?
2. How will physical features of Canada (mountains, lakes, icefields, etc.) affect the use of these types of transportation?
3. Would any physical features in Canada be affected by providing for the use of this type of transportation? (e.g., Leveling land to build runways for airports.)
4. In what ways do these methods of transportation affect the use of our natural resources? (e.g., Trains carry raw materials to manufacturing centres; or air is polluted from exhaust.)
5. Can you suggest any methods of improving the ways we use these types of transportation?
6. What if Canada had no...?

GROUP 2. Transportation Routes

1. Locate some maps of these regions which illustrate routes of transportation. The text pages 162, 183 and 194 have some incomplete maps. The Macmillan School Atlas, Metric Edition pages 40, 60 and 64 would be very good. If provincial highway maps are available, they would be very helpful.
2. Study these maps and locate the major transportation routes by highway, railroad and waterway. Mark these on the map you used in Activity One.
3. Locate the major cities along these routes. These cities would be marked in large or heavy print. Label these on your map.
4. Prepare a chart having three columns. Name each column--Trains, Trucks & Cars, Ships.
5. Put the names of the major cities in each column if they are located on a major transportation route for trains, cars & trucks, and ships.

Example:

TRAINS	TRUCKS & CARS	SHIPS
Montréal	Montreal	Montreal
Sudbury	Sudbury	

6. Answer the following questions using information from your chart, or conclusions that may be drawn from that information.

- (a) How many cities have all three transportation systems?
- (b) How many cities have only two systems?
- (c) Do any cities have only one system? Why?
- (d) Does the geography have anything to do with some places having only one or two transportation systems? How has geography affected this situation?
- (e) Select one city which has all three systems. Suggest two reasons why it has three transportation systems.
- (f) How might a transportation system affect the use of natural resources?
- (f) What if Canada had no...? (Select one type of transportation from the three groups you studied.)

GROUP 3. St. Lawrence Seaway

1. This group will be involved in an indepth study of the operation of the St. Lawrence Seaway. First, read carefully pages 182 to 184 in the textbook which provide a very quick view of this major transportation system.
2. Try to find additional material on the seaway. A Canadian encyclopedia will have some information. Ask the public librarian to help you find magazines that may have had articles on the seaway. (An article entitled "Journey Through the Seaway" appeared in the Readers' Digest in June, 1979.)
3. If possible, view the film, The St. Lawrence Seaway, from the N.F.B.
4. Construct a scale model of a seaway lock. Follow the diagrams on page 182 of Canada: This Land of Ours to show the following:
 - (a) A boat in a lock--lower gate open.
 - (b) A boat being lifted--lower gate closed.
 - (c) Boat moving on--upper gate open.Use three aluminum bread pans and a toy boat. Cut the pans where necessary. Demonstrate to the remainder of the class how the locks are used to lower a boat.

5. If time and availability of materials allow, construct a scale model of the St. Lawrence Seaway--based on the cross-section diagram on page 183.
6. Prepare a short report for the class that would explain the following:
 - (a) What were some of the major problems involved in building the seaway?
 - (b) Why is the seaway international? Be sure to look up international in the dictionary.
 - (c) What effect does winter have on the seaway?
 - (d) Suggest some ways that the seaway helps Canadians use their natural resources.
7. What if Canada had no St. Lawrence Seaway?

GROUP 4. Ships of the Seaway

1. Many types of ships make use of the St. Lawrence Seaway. Your task will be to discover what some of the various types of ships are and the special jobs they do. The first thing to do is to read pages 186 to 189 in the text.
2. Try to locate additional material on the types of ships referred to on pages 186 and 187. Various encyclopedia should have some information. Also be sure to ask the public librarian to help you find some magazines that may have had articles on ships of the seaway. The article in the Readers' Digest, June, 1979, "Journey Through the Seaway" refers to several types of ships.
3. Some students in the class may have built model ships and would be willing to bring them to school to tell your group about them.
4. Several Canadian stamps were issued in 1976, 1977 and 1978 commemorating Canadian ships. Try to locate someone who may have the stamps and the information describing these stamps. Stamp collectors are the people to see.
5. If your group is able to acquire some of the stamps referred to in the previous activity, compare those ships with the ones explained in the textbook. Some of the ships on these stamps were never used on the lakes in Canada but only along the coasts. Can you give any reasons for that?

6. Prepare a chart that illustrates the kinds of cargo carried on each type of ship. Where possible, use pictures to illustrate both the types of ships and the cargo (if you cannot find pictures, draw them).

Example:

BULK CARRIER	TANKER	CONTAINER SHIP	GENERAL CARGO
(Picture of each type of ship)			
iron ore coal	oil	containers	machine automobiles

7. What if Canada had no ships?

Activity Three (Total Class)

Intention

This activity is intended to synthesize the information acquired by each of the groups during their individual investigations on transportation in the lowlands of Canada.

Materials

Data generated from previous activities.

Procedure

1. Have each group make a short presentation to the class. This presentation should not be any longer than 15 minutes. Encourage each group to make use of pictures, charts or models when possible.
2. Have each group save their answer to the final question until all groups have made their presentations.
3. Each group should write out their answer to the question on the blackboard, so that all four answers can be seen by the entire class.
4. Conduct a class discussion on their answers using some of the following guideline questions.
 - (a) Are some forms of transportation very necessary? Why?
 - (b) How many answers seem to show that Canadians would really suffer if we did not have these types of transportation?
 - (c) Are some types of transportation more important than others? If so, which ones? Why?

- (d) Are some types of transportation more important in some regions of Canada than in others?
- (e) How would the use of our natural resources be affected by having no transportation systems? (e.g., Could we share our resources?)
- (f) Are some forms of transportation using up too much of our natural resources? How?
- (g) Are there any ways that Canada's transportation systems could be improved?
- (h) Should we develop better transportation systems so that we can share our resources more easily?
- (i) List possible future transportation means. (e.g., move by rocket, monorail)

Evaluation

1. Present the key question of this study--"What if Canada had no...?"--and fill in one or two transportation systems in the space. Ask the students to write a short paragraph answering the question. Their answers should indicate how well they understand the importance of transportation systems.
2. Assess group activities, using a scale such as the one in the appendix.
3. Assess the products of each group activity.
4. Assess group presentations, using a scale such as the one in the appendix.

THE ATLANTIC REGION

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

After completion of the study of the Atlantic region, students will have a basic understanding of the major physical and economical features of this area, as well as the problems facing the people in the use and development of their natural resources.

OBJECTIVES

After the completion of this group of activities, the students will be able:

1. Value

To appreciate the problems faced by this region in resource development.

2. Knowledge

- (a) to identify the provinces of the Atlantic region;
- (b) to identify some of the natural resources of the Atlantic region;
- (c) to compare and contrast the resource industries of the Atlantic region with those of other regions;
- (d) to suggest at least two problems associated with the development of natural resources in the Atlantic region;
- (e) to recommend a possible solution to a problem related to natural resource use and development.

3. Skill

- (a) to complete a retrieval chart;
- (b) to read and interpret print material, pictures and maps in the text;
- (c) to support ideas logically concerning the solution of problems in the Atlantic region.

MATERIALS

- 1. Canada: This Land of Ours.
- 2. School Atlas.

OVERVIEW

In this, the last of the regional studies, students learn about the problems of an economically depressed region of Canada.

Activity One provides a brief overview to the geography and jobs of the Atlantic region.

In Activity Two, students divide into groups to compare and contrast the major resource industries of the Atlantic region with similar industries in other regions. In most cases, this region shows problems which contribute to economic difficulties.

In Activity Three, students present their findings and discuss possible solutions to the problems they have uncovered.

Activity One

Intention

This activity is intended to familiarize students with the provinces and major physical features of the Atlantic region.

Materials

1. Canada: This Land of Ours.
2. Blank map of Canada.

Procedure

1. Discuss the following:
 - (a) The region we are about to study is called, "The Atlantic Region". Why do you think it is called that?
 - (b) What do you think some of the major industries might be in an area which is close to the ocean?
 - (c) Here are some of the other physical features of the Atlantic region. What other resources might these physical features mean?
 - rich soil
 - dense tropical forests in ancient times
 - forests
2. Have students mark the following on blank maps:
 - (a) The names and boundaries of the four provinces that make up the Atlantic region.
 - (b) The Atlantic Ocean.
 - (c) The provincial capitals.

- (d) The Gaspé Peninsula.
 - (e) St. Lawrence River.
 - (f) Gulf of St. Lawrence.
 - (g) Bay of Fundy.
3. Study the pictures in the text on pages 132, 135, 142, 144, 146, 147, 149, 151 and 152.
 4. After studying the above pictures, name at least three types of jobs done by people in the Atlantic region that will be related to the use of natural resources of this region. Are any of these jobs very different from those in Alberta? Which ones are unique to this region?
 5. Identify some of the special training or equipment that would be associated with the unique jobs of this region.

Activity Two

Intention

In this activity students examine the resource industries of the Atlantic region as they compare with similar industries in other regions.

Materials

1. Canada: This Land of Ours.
2. Blank map of Canada.

Procedure

1. Divide the class into five groups:
 - (a) Mining
 - (b) Forestry
 - (c) Fishing
 - (d) Agriculture
 - (e) Ports
2. Distribute retrieval charts and question sheets to each group.

Instruct students to work individually or in pairs first and then to compare answers as a group when everyone has completed their work.
3. Students will require at least three classes to finish this assignment. They will need teacher assistance and direction when answering the assigned questions.

4. Each group should prepare a ten-minute report to present their findings and the problems they feel the Atlantic provinces need to solve.

Groups should make a wall-size copy of their retrieval chart to use for their presentations.

MINING

Complete the chart by filling in the blanks for both the Atlantic region and the Near North. You will find the information for the Atlantic region on pages 150 to 154 of your text.

Then answer the following questions.

1. List all of the similarities you have found between the two regions.
2. List the differences you have found.
3. Which of these two regions do you think is richer in minerals?
Why do you think so?
4. List the problems the Atlantic region has in mining.
Can you think of any solutions to these problems?
5. Show on your blank map of Canada where each mineral is mined in the Atlantic region.

Retrieval Chart

MINING

	ATLANTIC REGION	NEAR NORTH
Products mined		
Uses for products		
Types of mines		
Physical features around mines		
Problems caused by physical features		
How products are transported to market		

FISHING

Complete the chart by filling in the blanks for both the Atlantic region and the Pacific region. You will find the information for the Atlantic region on pages 130 to 136 of your text and for the Pacific region on pages 114 to 117.

Then answer the following questions.

1. List all of the similarities you have found between the two regions.
2. List the differences you have found.
3. Which of these two regions do you think is richer in fishing?
Why do you think so?
4. List the problems the Atlantic region has in fishing.
Can you think of any solutions to these problems?
5. Show on your blank map of Canada where the fishing areas are.
Mark also the continental shelf.

Retrieval Chart

FISHING

	ATLANTIC REGION	PACIFIC REGION
Types of fish caught		
Equipment used		
Physical features of areas fished		
Dangers		
Other problems of fishing		
Markets for fish		

AGRICULTURE

Complete the chart by filling in the blanks for both the Atlantic region and the Prairie region. You will find the information for the Atlantic region on pages 146 to 149 of your text and for the Prairie region on pages 75 to 85.

Then answer the following questions.

1. List all of the similarities you have found between the two regions.
2. List the differences you have found.
3. Which of these two regions has a richer farming industry? Give reasons for your answer.
4. List the problems the Atlantic region has in agriculture.
Can you think of any solutions to these problems?
5. Show on your blank map of Canada where the major crops are raised in the Atlantic region.

Retrieval Chart

AGRICULTURE

	ATLANTIC REGION	PRAIRIE REGION
Crops and animals raised		
Physical features of the farm land		
Transportation used to get crops to market		
Markets for crops		
Problems faced by farmers		

PORTS--TRANSPORTATION

Complete the chart by filling in the blanks for both the Atlantic region and the St. Lawrence--Great Lakes Lowlands. You will find the information for the Atlantic region on pages 136 to 138 of your text and for Montreal on pages 158 to 166.

Then answer the following questions.

1. Which of the two cities has the greatest volume of shipping?
2. Why did Halifax lose much of its business to Montreal after 1850?
3. What is the second busiest port in the Atlantic region?

What cargo is handled at this port?

When is this port busiest?

4. Show on your blank map of Canada where these ports are.

Retrieval Chart

PORTS--TRANSPORTATION

	ATLANTIC REGION HALIFAX	ST. LAWRENCE-- GREAT LAKES LOWLANDS MONTREAL
Population		
Goods shipped		
Goods manufactured		
Where goods are from		
Where goods are shipped to		

Activity Three

Intention

Students now present their findings to the class and discuss the problems of the Atlantic region.

Procedure

1. Have each group of students present their findings.
2. Ask each group to list the problems faced by the Atlantic provinces in the industry they have studied.
3. Discuss these problems, using the following questions as a guide.
 - (a) Can we group these problems? (e.g., unemployment, pollution, lack of money, etc.)
 - (b) What is being done to solve these problems?
 - (c) Should other Canadians help the Atlantic provinces?
If not, why not?
If so, how? With money? With our own resources?
What would the results of each of these be? For us? For them?

Evaluation

1. Select two or three of the pictures identified in Activity One and have all students describe in one or two sentences the type of work being done. This would assess the students' skill at visual interpretation.
2. Assess the group activities in Activity Two.
3. Assess the group presentations.

4. Without any assistance from notes, have the students select a problem that was identified in Activity Three and write a paragraph that explains the problem and suggests at least one solution.

This task could also be expanded to ask them to illustrate how this problem may be the same in other regions of Canada.

FINAL EVALUATION OF REGIONAL STUDIES

Intention

Before students resolve the issue it is important to ensure that they comprehend the information gathered in this section. This quiz provides such an opportunity.

Procedure

Teachers should select five to ten of the following questions for the quiz.

1. What are the major physical features of the following regions?
 - (a) The Prairies
 - (b) The Pacific region
 - (c) The Atlantic region
2. Give two examples of ways Canada's resources make life better for you.
3. Canada's geography sometimes makes it hard to develop resources. Choose one of the resources below and explain why geography makes it difficult to develop this resource.

Oil in northern Alberta

Coal in the Near North
4. Give two reasons why each region of Canada has different natural resources.
5. Explain why the prairies are sometimes called "the breadbasket of Canada".

6. Give one reason why the lowlands of Canada have most of the country's manufacturing industries.
7. Give two reasons why the Atlantic region is the poorest region of Canada.
8. Explain, using at least one example, how Canada's northern regions may provide many more resources in the future.
9. Explain the difference between a renewable and a non-renewable resource. Give an example of each.
10. Describe how the resources of one region of Canada help the people of another region of Canada.
11. Describe how some natural resources provide opportunities for recreation.
12. Explain one way in which Canadians waste resources.
13. Describe one way in which we can save or conserve some of our natural resources.
14. If you were able to make one law about how our natural resources should be developed, what would it be?

PART III

Resolving the Issue

ISSUE

Should Canada's Regions Share Their Natural Resources?

INTENTION

Now that a sufficient amount of factual data on resource development in Canada has been collected, students should be ready to analyze the data in order to make a personal decision on the social issue.

OBJECTIVES

After the completion of these activities, the students should be able:

1. Value

To use knowledge of regional differences to predict effects of alternative proposals for solving inter-regional resource problems, and to choose from among the proposals.

2. Knowledge

(a) to select information from the previous activities in order to complete a retrieval chart;

(b) to express in their own words the generalization,

"Governments attempt to reduce discrepancies in economic growth from region to region through the development and distribution of resources."

3. Skill

(a) to analyze the values inherent in each alternative for resolving Canada's regional differences;

(b) to support ideas logically in a group discussion relating to Canada's regional differences;

- (c) to compare and contrast information relating to the resource-economies of the various regions;
- (d) to create a proposal for effective use of the Alberta Heritage Trust Fund.

OVERVIEW

In this section students analyze the issue on two levels. In Activity One, the issue is examined on a global scale: "Should Canada's Regions Share Their Natural Resources?"

In Activity Two, the focus is on Alberta, a province blessed with rich energy resources. The question then becomes, "Are we willing to "give up" some of our wealth so that Canadians in other regions can live at a higher standard?"

Activity One (Whole Class)

Intention

In this activity students summarize their findings in chart form and discuss the question of resource sharing.

Materials

1. Canada: This Land of Ours.
- 2 Chart paper.
3. Questions from Part II, Activity One.

Procedure

1. Each student should locate all of the questions designed at the beginning of the unit.
2. The three groups that were formed in that activity should reassemble and study their particular group of questions.
3. Identify those which have been clearly answered during the unit.
4. Identify those which still require answers. Discuss why those questions may not have been answered.
5. Each group should give a short report to the remainder of the class on their success in getting their questions answered.
6. Reproduce the following retrieval chart on chart paper so all students can see it.

Region	Major Resource	Uses	Essential to All Canadians (Yes or No)
Pacific			
Prairies			
North			
Lowlands			
Atlantic			

7. Complete the chart with the class.

8. Discuss the following questions:

(a) Which regions seem to have the most resources?

Which have the least?

(b) Which regions have some resources that no one else has?

What are those resources?

Are they essential resources?

(c) How do regions that do not have these essential resources get them?

(d) What would happen if the regions with essential resources refused to give them to other regions?

(e) Can you think of any reasons for not sharing?

(e.g., want more money for them; if given to others, will run out and won't have enough for later years, etc.)

(f) Which region(s) seem(s) to need the most help? Why?

(g) Who should help them?

9. Conclude by asking the major question, "Should Canada's regions share their natural resources?"

If possible, translate student responses into generalizations.

Activity Two

Intention

The province of Alberta is particularly rich in energy resources. Thirty per cent of the revenue from the development of these resources has been placed in the Alberta Heritage Savings Trust Fund. In this activity students discuss ways they think this money should be used. The question in essence becomes, "Are we willing to share our money with the poorer regions of Canada?"

Materials

1. Rank Order sheets.
2. Student Handout, "The Alberta Heritage Savings Trust Fund."
3. Retrieval Chart reproduced from page 127.

Procedure

1. Distribute Rank Order sheets to all students. Explain the directions and have students complete the page individually.
2. Assemble students in groups of four to five. Have students discuss each situation by giving their responses and explaining why they made the choices they did. Move from group to group, asking the following questions:
 - (a) What do your choices show is important to you? Not so important?
 - (b) Do you think it is more important to share or to use your resources to make your own life better?

3. When these situations have been discussed, ask students to answer these questions individually on the back of their Rank Order sheet.

(a) Look at your number 1 choices for all three situations.

Which of the following is most important to you?

(i) Using your resources for yourself or your own group.

(ii) Using your resources for other groups in your own surroundings.

(iii) Using your resources for less fortunate people.

(iv) Saving your resources for future needs.

(b) Look at your number 4 choices for all three situations.

Which of the above choices is least important?

(c) Compare your results with your group. Are your answers similar or different?

4. Explain that Alberta is in a similar situation. Right now the province is rich in non-renewable resources. A lot of money is being paid to Alberta for these resources. This makes Alberta a rich province.

Alberta has four choices of ways to spend the money now coming in:

(a) Use it to help Alberta industry now.

(b) Lend it to other parts of Canada.

(c) Invest it in money-making ventures.

(d) Save it for the future when the non-renewable resources are gone.

Which of these do you think is most important for Alberta? Why?

Which do you think is least important? Why?

5. Distribute student handout, "The Alberta Heritage Savings Trust Fund." Read the introductory statement with students.

Explain: "The list of things the Trust Fund was used for in 1979 can be divided into four categories."

Display a wall-size replica of the retrieval chart on page 127.

Have students assign each item on the list to one of the four categories.

6. When students have assigned each item, indicate the amount of money each category will earn (the figure at the base of each column).

Ask students:

(a) Where is the most money being "spent"? Is it being spent in the area you feel is most important?

(b) How much of the money is being invested directly in Alberta? (\$4,435 million)

How much is being loaned to other provinces? (\$270 million)

(c) Do you think this is a good use of Alberta's resources?

Give reasons both for and against.

(d) Do you think Albertans should share more of their money with other provinces? Why or why not?

(e) On the basis of your study of the other regions of Canada, can you think of any problems in those regions that could be solved if money could be borrowed from Alberta?

7. Prepare a bar graph that shows how Alberta Heritage Trust Fund monies are being invested.
8. Ask your local Member of the Legislative Assembly to speak to your class about the Heritage Trust Fund. Be sure to have a number of challenging questions ready to ask your Member of the Legislative Assembly.

Retrieval Chart

THE ALBERTA HERITAGE SAVINGS TRUST FUND

Use the money now to help Alberta industry	Loan the money to other parts of Canada
Invest the money in money-making ventures	Save money for the future

Retrieval Chart
(Teacher Copy)

THE ALBERTA HERITAGE SAVINGS TRUST FUND

Use the money now to help Alberta Industry	Loan the money to other parts of Canada
<ul style="list-style-type: none"> - development of Kananaskis Country - development of social studies materials - airport terminals - agricultural research - Fish Creek Park - Capital City Parks - Cancer and heart disease research - health care facilities - irrigation and land development <p>\$255 million</p>	<ul style="list-style-type: none"> - loan to Province of Manitoba - loan to Province of Nova Scotia - loan to Nova Scotia Power Corporation <p>\$270 million</p>
Invest the money in money-making ventures	Save money for the future
<ul style="list-style-type: none"> - purchased part of the Alberta Opportunity Company - investments in Gulf Canada and Canada-Cities Service Ltd. - investments in Alberta Housing Corporation - investments in Alberta Home Mortgage Corporation <p>\$1,614 million</p>	<p>Investment in:</p> <ul style="list-style-type: none"> - government bonds - corporate bonds - treasury bills <p>\$2,566 million</p>

TEACHER NOTE: These projects and figures are taken from the 1979 Alberta Heritage Savings Trust Fund Annual Report. Updated reports are available from: "Heritage Fund Reports", 434 Terrace Building, Edmonton, Alberta T5K 2C3

Student Handout

RANK ORDER

After each paragraph below there are four possible choices. Put (1) next to your first choice, (2) next to your second choice, and (3) and (4) next to your third and fourth choices.

There are no right or wrong answers.

1. You have been saving half of your allowance and now you have \$20.00. You decide to use the \$20.00 to:
 - ☐ help you buy a new bicycle
 - ☐ lend to your younger brother for his camping weekend
 - ☐ start a savings account at the bank
 - ☐ take your friends to a movie
2. The club you belong to has been raising money by washing cars, collecting bottles and doing odd jobs for neighbours. All of your expenses have been paid for. The rest of the money is in the bank. That extra money should be used to:
 - ☐ buy gifts for your club leaders
 - ☐ support a child overseas
 - ☐ help another club get started
 - ☐ pay for expenses which may come up later
3. You are the Prime Minister of a country rich in gold. A great deal of money pours into your country when the gold is sold. This money should be used to:
 - ☐ improve gold mining techniques
 - ☐ give loans to other countries that are less rich
 - ☐ help out other industries in your country
 - ☐ make more money through careful investments

Student Handout
THE ALBERTA HERITAGE SAVINGS TRUST FUND

Every year in Alberta, thirty per cent of the money from the sale of non-renewable resources goes into a fund called "The Alberta Heritage Savings Trust Fund."

In 1979, this money was used for the following things:

- development of the Kananaskis Country recreation area
- agricultural research
- purchased part of the Alberta Opportunity Company
- investments in Gulf Canada Ltd. and Canada-Cities Service Ltd. to develop Syncrude
- loan to the Province of Manitoba
- investments in Alberta Housing Corporation
- development of social studies material for Alberta classrooms
- oil sands technology research
- loan to the Nova Scotia Power Corporation
- investment in government bonds
- airport terminals at Pincher Creek, Grande Cache and Edson
- investments in Alberta Home Mortgage Corporation
- irrigation and land development projects
- investment in corporate bonds
- agricultural research
- construction of health care facilities
- investment in treasury bills
- loan to the Province of Nova Scotia
- Fish Creek Park
- Capital City Parks in Edmonton and Calgary
- Cancer and heart disease research

PART IV

Social Action

INTENTION

Basic to the inquiry process is the opportunity to apply decisions made to immediate situations. Students need to have the opportunity to act on what they have learned within an acceptable framework.

This concluding activity is designed to help students develop skill in putting together what they have learned, presenting their findings to a group of people and planning and acting on the results of their findings.

For this purpose, a lengthy list of possible social action activities has been included. Once all groups have made their presentations, choose one of these or an activity suggested by the students which will serve to assemble what has been learned in the course of this unit.

OBJECTIVES

At the completion of this activity, students will be able:

1. Value

- (a) to appreciate the results of social action;
- (b) to explain their value decision to a group of people.

2. Knowledge

- (a) to synthesize material learned in the unit;
- (b) to evaluate possible social action activities as to their usefulness and effectiveness.

3. Skill

- (a) to devise and present a report to a group of people;
- (b) to use charts, graphs, pictures and so on as effective tools for presenting a convincing argument;
- (c) to assist in a group project to carry through a course of action.

NOTE

When the social action activity has been completed, re-administer the "Attitudinal Quiz" and the "What Do I Know About Canada?" test which students completed at the beginning of the unit. Have students compare their present with their previous results. Ask each student to write a sentence or two to answer the question, "What did I learn from this unit?"

Activity One (Group)

Materials

Background knowledge gained from the unit study.

Procedure

1. Organize the class into five groups. Each group will represent one of Canada's regions.
 2. Each group will select a particular resource or related issue to resource development and identify some associated problems. The following are only possible examples:
 - (a) Fishing--need for control of amount caught
 - (b) Forests--too much being lost to fire
 - (c) Agriculture--greater variety of crops needed
 - (d) Ranching--not enough ranchers
 - (e) Mining--overuse of a non-renewable resource
 - (f) Manufacturing--bad side effects--pollution
 - (g) Oil and gas--pipelines ruin the countryside
 3. Each group will prepare a ten minute presentation which identifies the region, the resources and the problem. Then they are to propose one or two ways of overcoming the problem and indicate how these solutions may be accomplished.
- This presentation should be made to some visitors to the class.

These visitors could be other teachers or students in the school, parents or specially invited guests to the school. These visitors would be asked after each presentation to respond to each group's presentation. This response would not be to comment on the skill of the presentation, but rather on the value of the recommendations. They should indicate whether these solutions are already in progress, could be put into progress, or with certain modifications could be suggested to various groups or agencies for implementation.

If there are some suggestions made which could involve the school, the students in the school and this particular class--these should be the major ideas developed.

Ideas to be considered for the ten minute presentation:

- (a) Provide a clear explanation of the region, resource and problem being discussed.
- (b) Include the use of some visuals, such as maps, pictures, charts or graphs.
- (c) Try to identify more than one possible action or solution to the problem. Treat each action or solution in order of importance.
- (d) Be sure to include what may be some of the results or consequences of your solutions.
- (e) Show how your suggested solutions may help your region and the other regions of Canada.

- (f) You may also wish to suggest what may happen in your region or in Canada if nothing is done about the problem you are discussing.
- (g) Design actions or solutions that are really possible and not something that will depend on some futuristic invention or idea that may be many years away.
- (h) Try to design activities that could involve you, your fellow classmates, your school, your community.

APPENDICES

EVALUATING THE GROUP PROJECT
Class Evaluation of Presentation

1. The group seemed to have shown: Score_____
 - (2) much work and interest
 - (1) little work and interest
 - (0) no work and interest

2. The group showed that they cared: Score_____
 - (2) a lot about your learning
 - (1) a little about your learning
 - (0) nothing about your learning

3. How did the group's work affect you? Score_____
 - (2) a lot
 - (1) a little
 - (0) none

4. Were the points that the group tried to make: Score_____
 - (2) clear?
 - (1) confused?
 - (0) not understandable?

5. Was this worth your time? Score_____
 - (2) very much
 - (1) a little
 - (0) not at all

SELF-EVALUATION

1. To get the project rolling, I: Score_____
 - (2) gave many ideas
 - (1) gave little
 - (0) gave nothing

2. To organize the ideas, I: Score_____
 - (2) helped a lot
 - (1) helped very little
 - (0) did not help

3. I read all the materials: Score_____
 - (2) right away
 - (1) later
 - (0) not at all

4. In written work, I: Score_____
 - (2) kept good notes
 - (1) kept partial notes
 - (0) kept no notes

5. During work on the project, I: Score_____
 - (2) contributed ideas
 - (1) contributed little
 - (0) did not contribute at all

TEACHER EVALUATION OF EACH INDIVIDUAL*

1. To get the project started, this person: Score_____
- (2) suggested ideas enthusiastically
- (1) did little
- (0) did nothing
2. To organize the ideas into a workable project,
this person: Score_____
- (2) took the initiative
- (1) helped very little
- (0) did not help
3. This person did his research and reading: Score_____
- (2) immediately with much effort
- (1) only in part
- (0) not at all
4. This person's attitude towards the project
appeared to be one of: Score_____
- (2) much concern and interest
- (1) little concern and interest
- (0) no concern or interest
5. With regard to this project this person
could be considered: Score_____
- (2) very responsible
- (1) moderately responsible
- (0) irresponsible

*Adapted from: International Reading Teacher

INTERVIEW TECHNIQUES

The following are some guidelines for effective interviewing.

A. Before the interview

1. The interviewer should be able to answer the following questions:
 - (a) Why is this a good person to interview?
 - (b) What information do I expect to get from this person?
 - (c) What questions will I have to ask to get this information?
2. The interviewer should then contact the person to be interviewed to set up a convenient time for the interview.

B. During the interview

1. The interviewer should do the following:
 - (a) Introduce himself or herself.
 - (b) Ask each question and listen carefully for the answer.
 - (c) Take notes if necessary.
 - (d) Thank the person being interviewed.

C. After the interview

- a. As soon as possible, the interviewer should:
 - (a) Write down, as fully as possible, the answers given to the questions.
 - (b) Make note of any additional information.

TEACHING UNIT EVALUATION BY TEACHERS

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of Alberta social studies education and to provide data that will be useful in assessing the 1978 Alberta Social Studies Curriculum over a two-year period.

Teachers are requested to send the completed questionnaire to the Social Studies Consultants at the Regional Office of Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office
Alberta Education
10014 - 99 Street
Grande Prairie, Alberta
T8V 3N4

Edmonton Regional Office
Alberta Education
11160 - Jasper Avenue
Edmonton, Alberta
T5K 0L2

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S. E.
Calgary, Alberta
T2G 4T8

Red Deer Regional Office
Alberta Education
Fourth Floor
Royal Trust Building
4814 Ross Street
Red Deer, Alberta
T4N 1X4

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5 Avenue, South
Lethbridge, Alberta
T1J 4C7

TEACHING UNIT EVALUATION BY TEACHERS

PART I: IDENTIFICATION DATA

Title of Teaching Unit _____

Data of Evaluation _____

Number of Times Unit Was Taught _____

School Size _____

Years of Teaching Experience _____

PART II: OVERALL EVALUATION OF THE TEACHING UNIT

A. Format, Process

For items 1-13, please rate the unit in terms of the following aspects, by circling the appropriate number on the right.

(Excellent) 1 2 3 4 5 (Poor)

- | | |
|---|-----------|
| 1. Appropriateness of teaching unit to level and ability of students. | 1 2 3 4 5 |
| 2. Clarity of directions and procedures. | 1 2 3 4 5 |
| 3. Adequacy of the treatment of subject matter. | 1 2 3 4 5 |
| 4. Production quality of prescribed resources. | 1 2 3 4 5 |
| 5. Integration of prescribed resources with print materials. | 1 2 3 4 5 |
| 6. Production quality of teaching unit. | 1 2 3 4 5 |
| 7. Appropriateness of length of the unit. | 1 2 3 4 5 |

	(Excellent)	1	2	3	4	5	(Poor)
8. Appropriateness of general format of the unit (layout).		1	2	3	4	5	
9. Opportunities for evaluation of students' progress in the unit.		1	2	3	4	5	
10. Variety of teaching/learning activities.		1	2	3	4	5	
11. Degree to which the unit captured the interest of students.		1	2	3	4	5	
12. Clarity and suitability of objectives.		1	2	3	4	5	
13. Overall evaluation of unit (materials, format and process).		1	2	3	4	5	

B. Relationship to Curriculum

Please state your view of the points in items 14-25 by circling the appropriate number on the right.

	(a great deal)	1	2	3	4	5	(very little)
14. Extent to which the unit involved students in making decisions.		1	2	3	4	5	
15. Degree to which a "balance of viewpoints" was presented in the unit.		1	2	3	4	5	
16. Extent to which the unit helped students to see the role that values play in making decisions.		1	2	3	4	5	
17. Extent to which students increased their sensitivity to their own value positions.		1	2	3	4	5	

(a great deal) 1 2 3 4 5 (very little)

- | | | |
|-----|--|-----------|
| 18. | Extent to which the unit helped to clarify the Alberta Social Studies Curriculum to you as a teacher. | 1 2 3 4 5 |
| 19. | Extent to which the unit has helped to develop inquiry and participation skills in students. | 1 2 3 4 5 |
| 20. | Extent to which the unit made you, as a teacher, more aware of ways to teach using an issue-centred approach. | 1 2 3 4 5 |
| 21. | Extent to which the unit could act as a model for you to use in developing your courses in future. | 1 2 3 4 5 |
| 22. | Extent to which the unit served as an exemplary treatment of the topic in the curriculum. | 1 2 3 4 5 |
| 23. | Extent to which students became involved in action on decisions. | 1 2 3 4 5 |
| 24. | Extent to which the unit "process of inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a social issue. | 1 2 3 4 5 |
| 25. | Extent to which your view towards an inquiry approach has been made more positive (through using this unit). | 1 2 3 4 5 |

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively.

STUDENT EVALUATION OF TEACHING UNIT

- A. Instruction: For each of the following, circle the response which best represents your view.

Example:

My view of football (dislike it (like it
is that I: very much) 1 2 3 4 5 very much)

If you like it very much, you would circle 5.

If you dislike it very much, you would circle 1.

If you disliked it somewhat more than you liked it, you would circle 2.

1. I would say that
this unit was: (hard) 1 2 3 4 5 (easy)
2. This unit was: (very 1 2 3 4 5 (very
boring) interesting)
3. This unit: (did not make (made me
me think) 1 2 3 4 5 think a lot)
4. This unit was: (too short) 1 2 3 4 5 (too long)
5. In this unit there (not enough (too much
was: discussion) 1 2 3 4 5 discussion)
6. In this unit there (not enough (too much
was: reading) 1 2 3 4 5 reading)
7. In this unit there (not enough (too much
was: group work) 1 2 3 4 5 group work)
8. In this unit I had: (not enough (too many
decisions) 1 2 3 4 5 decisions)
9. In this unit I (very (a great
learned: little) 1 2 3 4 5 deal)

10. The prescribed resources on this unit were: (poor) 1 2 3 4 5 (excellent)
11. The written materials on this unit were: (poor) 1 2 3 4 5 (excellent)
12. We went through this unit: (too slowly) 1 2 3 4 5 (too quickly)
13. This unit had: (no variety) 1 2 3 4 5 (much variety)
14. This unit made me: (want to forget the topic) 1 2 3 4 5 (want to learn much more about it)
15. Looking back, I would say that I: (did not enjoy unit at all) 1 2 3 4 5 (enjoyed it a great deal)

B. Please write your views on the following three items in the space provided.

1. What I liked most about this unit was:

2. What I liked least about this unit was:

3. The changes I would make in this unit are:

DATE DUE SLIP

[illegible]

FEB 15 1983

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